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ABSTRACT

A humanistic education curriculum program is described. The major objective of the project is to enhance the self-concept of each student. The interdisciplinary humanistic curriculum contains six components. The first component describes Unified Studies departmental ideas, beliefs, and goals which will further humanistic objectives, including authenticity, sensitivity, involvement, creativity, responsibility, and the pursuit of excellence. The second component presents a general overview of the grade 9-12 curriculum. The third component identifies major concepts taught at each grade level, including the uniqueness of the individual, the human need to form groups, and human attempts to understand their role in the universe. The fourth component contains subconcepts that facilitate the learning of the major concepts. The topics in the fifth component suggest the kinds of generalizations which may be used by teachers in developing units. The last component focuses on the skill areas including library usage, writing ability, understanding vocabulary encountered in the subconcept, ability to use tools of social science disciplines, familiarity with historical development of philosophy and ability to use basic philosophic vocabulary. References are included. Descriptions of mini-courses and optional activities are included in the appendix. (Author/DB)

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UNIFIED STUDIES CURRICULUM

P. K. YONGE LABORATORY SCHOOL

SO 009 969

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INTRODUCTION

The Unified Studies Department embraces the concept inherent in humanistic education. The enhancement of the self-concept and the education of the total human being are among the primary goals of humanistic education and P.K. Yonge Laboratory School. This education implies a need to develop the cognitive, affective, and psychomotor dimensions of the Self. It recognizes the importance of the processes as well as the products resulting in the development and growth of Self. It seeks to provide the student with the abilities and skills necessary to live a productive, creative life as he seeks to fulfill his potentials in the world in which he lives.

This curriculum is an outgrowth of the Values, Beliefs, and Goals of the P.K. Yonge Laboratory School and the tenets basic to humanistic education; these elements have been incorporated into a social studies - language arts oriented approach. The Department accepts the belief that knowledge and skills of these separate subject areas and disciplines are best learned when they are organized within an interdisciplinary conceptual framework and presented to a heterogeneous group of students.

The relationship of the Department and the curriculum to other discipline areas and departments is intended to strengthen these concepts as they are developed and will be implemented into actual classroom learning activities. The Unified Studies Department believes colleagues from other departments should actively participate in making their own contributions to the efforts of this curriculum approach towards helping each child grow.

The curriculum presented in the following pages is this Department's attempt to create and develop a program of instruction that includes the essential elements of humanistic education which will result in the enhancement of the self-concept of each student. This program has the following components:

A Statement of Philosophy. This includes the specific ideas, beliefs, and goals we value as a department. It serves to set the tone for the concepts taught and the educational experience offered to students.

An overview of the 9-12 Curriculum. This introduces briefly the overall curriculum to assist those seeking to inform themselves of the nature of our project. It presents a review of the whole before examining each part.

Main Concepts. This identifies the major concepts taught at each grade level. These interdisciplinary concepts, while they might appear to be broad, are not without limits. They are the primary focus of the Unified Studies learning experiences on each grade level. They serve as the core from which ideas, facts, activities, and experiences generate. Each major concept is followed by an explanatory paragraph.

Subconcepts. These are the major ideas that help build toward the understanding of major concepts. Several subconcepts are identified in order to assist the teacher in planning his individual instructional and learning experiences. Many of these serve as mini-units within the overall grade level program. Developing adequate comprehension of several subconcepts facilitates the understanding of the major concept at each grade level. Each subconcept is expressed in the form of a brief paragraph.

Topics. This is an attempt to provide insights into the ideas which might be incorporated into the teaching of each subconcept. They suggest the kinds of generalizations that may be considered by teachers in developing their units. A number of topics that could be used in teaching are listed beneath each subconcept.

Skill Areas. These identify major kinds of activities and skills which receive heavy concentration on each grade level. Each grade level is required to introduce the student to these skill areas.

PHILOSOPHY

Human beings, in our exciting and complicated times, individually need to be able to draw from great bodies of knowledge to accomplish optimum fulfillment. Successful people of all ages have been able to integrate knowledge gleaned from various disciplines into a functioning, rational whole.

The role of general education today demands a curriculum based on sequential, interdisciplinary concepts. Since man is not "departmentalized", material for the study is drawn from many disciplines, including science, the social sciences, language arts, and the humanities. The curriculum is developed by unifying interdisciplinary statements about man in the light of forces of change and man's reaction to these forces. Man strives to interpret phenomena and cope with change as an individual, as a member of a group, or within social institutions. These attempts are reflected in man's models, technology, quantifications, and expressions of perceptions and feelings. Hence, these models and phenomena are studied and evaluated in light of their effectiveness in serving man as he acquires understanding, maintains equilibrium, and establishes orderliness in striving for control over himself and his environment.

The Values, Beliefs, and Goals of the P. K. Yonge Laboratory School state that the qualities a learning community values for individual and group living serve as a basis not only for determining the roles of the participants in the educational process but also for actively providing those conditions which will best allow the realization of each person's full potential. Included in these values are strong provisions for authenticity, sensitivity, involvement, creativity, responsibility, and the celebration of life through the pursuit of excellence. This curriculum chooses those areas of knowledge vital to the highest potential of humanness, the study of man himself.

Unified Studies is a four-year, sequential, interdisciplinary program which utilizes the conceptual approach. The curriculum attempts to bring unity and coherence to the learning process. Because man is not compartmentalized and experiences life as a whole, a unified conceptual approach is a natural way for the student to study man himself. Unified Studies, therefore, is a program which seeks to facilitate the student's growth toward the understanding of multi-dimensional, contemporary man.

All students in grades 9-12 are enrolled in the Unified Studies program and receive social studies and language arts credits each year. The curriculum is a continuous study beginning with a focus on the uniqueness of individual man, progressing through man and his relations in society and the order he establishes to function in society, and concluding with man's search for meaning in his individual and social life. There are no absolute divisions in the curriculum; however, the program uses the four high school years to present this sequential progression.

Unified Studies classes meet daily for two-hour blocks of time which provide greater opportunities for application of knowledge and skills. In addition, this time arrangement encourages a greater flexibility and variety of learning activities. During this time period, groups can divide into areas of interest which, when formalized, become Department mini-courses.

Although the Department values both large and small group learning experiences, it recognizes the importance of meeting individual student needs. Students and teachers work together to identify areas of strength as well as areas which require increased concentration. Provisions are made within the curriculum for individualization. In the continuous study of the concepts, students begin to apply skills necessary to understanding the various disciplines as well as skills related to critical thinking, decision making, and value clarification. The four-year program provides time for sequential development of self-understanding, skills, academic awareness and integration and application of this knowledge.

The ninth-grade Unified Studies classes examine the human personality as a unique phenomenon. The different dimensions of personality are explored and analyzed so that each student may have a better understanding of who he is and what he shares in common with other human beings. The behavior of man in groups is the focus of the tenth grade. Here students study

the characteristics of human societies and cultures with emphasis on the cultural universals. The concepts, vocabulary, and procedures of the geographer, anthropologist, archeologist, and sociologist are used heavily on this grade level. The eleventh grade looks at man as he has shifted from primitive to agrarian to urban-industrial based societies. Concepts dealing with evolutionary and revolutionary changes within social groups are explored with emphasis on how subgroups have attempted to deal with these changes. Social and cultural change are examined within the context of revolution and the experience of minority groups. The twelfth-grade curriculum seeks to identify man's relationship with his total environment. Philosophy, religious beliefs, and scientific knowledge are studied in light of man's efforts to identify and explain the universe in which he lives. The senior year closes with renewed concentration on the individual student and the choices he must make within his personal universe.

General Objectives

At the end of the Unified Studies program, students will be able to:

1. Understand and appreciate themselves and others as unique human beings.
2. Recognize the nature of animal behavior and understand man in this context.
3. Work with others in groups.
4. Understand the relationships between the individual and society.
5. Understand the relationship between man and the physical environment.
6. Understand that man lives in an ever-changing environment.
7. Locate and use man's store of knowledge in order to become effective life-long learners.
8. Criticize and analyze the information they receive.
9. Synthesize and use information in order to solve problems.
10. Speak, read, write, and listen effectively in order to communicate.
11. Recognize the power and influence of language on behavior.
12. Use the processes of decision making.
13. Express their opinions with confidence.
14. Understand that ideas, ideals, and events are interrelated.
15. Understand the continuity of culture and thought.
16. Discover and use their creative talents.
17. Appreciate the creations of others through aesthetic awareness.
18. Analyze man's attempts to structure his world.

19. Understand how their lives are affected by political trends and ideologies.

20. Recognize that all men attempt an explanation of their lives.

21. Recognize their own values and beliefs and attempt to live accordingly.

MAJOR CONCEPT: The individual human personality is unique. Man values the uniqueness of his own humanness by seeking to identify those elements of his being that make him human. Each individual seeks to develop an understanding of Self so that he can deal with and appreciate his own ideas, behaviors, and products as well as those of others. Unless man comprehends and controls his Self, he finds it increasingly difficult to cope with problems presented by others, his society, and his environment. In searching for this understanding man uses elements of his human nature to explore his Self. Thus, the understanding of Self and its influence on one's behavior is a central concern of each individual and of human societies.

GOAL: That each student value his uniqueness as a human being.

I. SUBCONCEPT ONE: Each human personality is unique and is shaped by internal and external influences of which the individual may or may not be aware.

A. GENERAL OBJECTIVE: That each student become aware that his personality is shaped by internal and external forces.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify at least three schools of thought in personality theory.

2. That each student be able to list some basic needs of man.

3. That each student be able to list ways in which man may attempt to control his personality.

C. MAJOR IDEAS:

1. Each man has a unique personality.

2. Man has developed theories to understand personality.

3. Man has a self-concept.

4. Man attempts to understand the motivations behind his behavior.

5. Man seeks to understand his sexuality.

6. Man has basic needs.

7. Man attempts to control his personality.

D. TOPICS:

1. Jung, Freud, Adler, Skinner, Combs, Rogers, Fromm, Maslow, Harlow

2. Dignity

3. Theory application, situations

4. Values

II. SUBCONCEPT TWO: While man has a distinctly human nature, it is similar to and different from the nature of other animal forms of which man is a part. The essential elements of man's bio-psychological nature have caused him to develop characteristics similar to and different from animals.

A. GENERAL OBJECTIVE: That each student understand how he is like and different from other animals.

B. SPECIFIC OBJECTIVES:

1. That each student be able to name five similarities and five differences between humans and animals.

2. That each student understand the difference between instinctive and learned behavior.

3. That each student be able to describe at least three systems of communication.

C. MAJOR IDEAS:

1. Man is similar to other animals but differs from them in important ways.

2. Man is a predator.

3. Man is an omnivore.

4. Man mates.

5. Man has a system of social organization.

6. Man has instinctive behavior.

7. Man has many systems of communication.

8. Man frequently kills those of his own species.

9. Man has territoriality.

10. Man must consume.

11. Man is a worker-producer.

12. Man is a tool-user.

13. Man has the ability to symbolize and reason.

14. Man formalizes his approach to teaching the young.

15. Man domesticates animals.

16. Man is aware of time.

D. TOPICS:

1. Hunts, kills

2. Animal, vegetables

3. Sexuality, reproduction, monogamy-polygamy

4. Pecking order, interdependency

5. Sixth sense (theory)

6. Written, spoken, nonverbal

7. War, abortion, mercy-killing, capital punishment, suicide, crime

8. Boundaries, personal space, isolates

9. Non-natural products, garbage, planned obsolescence

10. Protestant ethic, dignity, economic reasons, welfare, mental versus physical

11. Inventor, product of history

12. Creativity, logic, problem solving

13. Educational systems, traditions

14. Pets, work animals, food, humane-inhumane

15. Sense of history

III. SUBCONCEPT THREE: Human nature is composed of certain unique characteristics, and capabilities which bring together different dimensions of influence affecting man's behavior.

A. GENERAL OBJECTIVE: That each student understand that his behavior is influenced by the many dimensions of human nature.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify and distinguish among the characteristics of three learning theories.

2. That each student be able to list the results of the different schedules of reinforcement.

C. MAJOR IDEAS:

1. Human nature is composed of various dimensions.

2. Man has established a process for learning.

3. Man has the ability to express himself.

4. Man has a sense of beauty.

5. Man has a highly developed emotional system.

6. Man has the ability to choose.

7. Man has the potential for good and evil.

8. Man attempts to understand something greater than himself.

D. TOPICS:

1. Learning theories, Pavlov, Skinner, Piaget, cognitive mapping, Myers-Briggs

2. Expression, group morale, advertising (sex appeal)

3. Art

4. Aesthetics

5. Determinism, free-will

6. Judeo-Christian beliefs, Eastern beliefs, relativity

7. Religions, theories of the universe

IV. SUBCONCEPT FOUR: The processes of growth and maturation affect the thinking and behavior of each individual. An understanding of these processes and their influence better enables man to cope with his current and future problems.

A. GENERAL OBJECTIVE: That each student understand that his behavior is affected by his maturation.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify several physical characteristics in the maturation process.

2. That each student be able to identify several intellectual stages of growth in the maturation process.

3. That each student be able to identify a number of psychomotor and biological changes associated with different stages of his development and maturation.

C. MAJOR IDEAS:

1. Man's thinking and behavior are affected by the process of growth and maturation.

2. Man develops skills at various stages in his development.

3. Man's experiences vary from stage to stage.

D. TOPICS:

1. Human growth and development, adolescent skills, adult experiences, peer groups, psychomotor

2. Psychological

V. SUBCONCEPT FIVE: Each human being develops ways of viewing his world and assigning meaning to it. He develops a system of beliefs and values by which he looks at problems, weighs alternatives, and makes decisions which affect his life and the environment around him.

A. GENERAL OBJECTIVE: That each student be able to identify the value systems that he and others use.

B. SPECIFIC OBJECTIVES:

1. That each student be able to demonstrate his understanding of the differences among terms - values, beliefs, morals, and goals.

2. That each student be able to identify societal values and how these affect the individual.

C. MAJOR IDEAS:

1. Man develops value systems.

2. Man's values are determined by experiences and influences.

3. Man makes decisions according to his values.

D. TOPICS:

1. Value clarification, priorities

2. Consequences, alternatives

VI. SUBCONCEPT SIX: A human being plays a variety of roles during his life. The assignment, preparation, implementation, and assessment of roles influence how the individual looks at himself and his world. How he views himself ultimately affects how he will relate with others.

A. GENERAL CONCEPT: That each student understand himself as a being who fulfills many roles in his relations with others.

B. SPECIFIC OBJECTIVES:

1. That each student be able to name at least five of the different roles that he plays or may play in his lifetime.

2. That each student be able to differentiate between assigned and chosen roles.

C. MAJOR IDEAS:

1. Every man's uniqueness is influenced by his relations with others.

2. Man plays many roles.

3. Man develops ways of viewing the world.

4. Man is affected by his peers.

D. TOPICS:

1. Peers, family, job, masculinity-femininity

2. Frame of reference, significant others, Gestalt theory

3. Small groups, cliques, peer pressure, conformity, reputation, expression of feelings

SKILLS: By the end of the ninth grade, students should be able:

I. To demonstrate the following skills identified with library usage:

A. Locate material by using the card catalogue.

B. Read a citation from the Reader's Guide to Periodical Literature.

C. Find a source from the Reader's Guide to Periodical Literature.

D. Locate several references in addition to an encyclopedia for a given topic.

II. To demonstrate the following skills associated with writing a research paper:

A. Identify a researchable topic.

B. Write a thesis statement.

C. Utilize at least three sources of information.

D. Organize main ideas and data.

E. Develop and use an outline.

F. Punctuate a bibliographic entry.

G. Organize a bibliography.

H. Give credit to sources.

I. Write and punctuate a footnote.

III. To demonstrate the following skills associated with the mechanics of writing:

A. Use proper punctuation.

B. Use proper capitalization.

C. Use correct spelling.

D. Demonstrate an understanding of basic sentence structure, paragraph unity and coherence, and the complete composition.

IV. To demonstrate the following skills associated with understanding a piece of literature:

A. Identify figures of speech - simile, metaphor, personification, etc.

B. Identify devices of sound - alliteration, assonance, onomatopoeia, rhyme, rhythm, etc.

C. Identify the elements of fiction.

D. Identify the genres of literature.

V. To demonstrate the following skills associated with an understanding of problem solving, i.e. the scientific method:

A. Identify the problem.

B. Identify and use the procedure of collecting data.

C. Identify and use the methods of assessing the data.

D. Form and state a hypothesis.

E. Evaluate the hypothesis.

F. Form a conclusion based on test results.

VI. To demonstrate the following skills associated with the study of psychology:

A. Define and demonstrate an understanding of the basic vocabulary.

B. Demonstrate an ability to use the procedures of a psychologist.

VII. To demonstrate the following skills associated with oral communication:

A. Speak loudly enough to be heard.

B. Establish fundamental eye contact.

C. Speak slowly enough to be understood.

D. Demonstrate knowledge of various nonverbal behaviors.

E. Use language and organization appropriate to topic and group.

F. Listen critically.

VIII. To understand and use basic vocabulary including the following words:

adolescent
aesthetic
affective
aggression
alliteration
analysis
assonance
autobiography
avoidance

ballad
behaviorism
bibliography
biography
blank verse

card catalogue
characterization
climax
cliques
cognitive
coherence
comedy

conclusion
conflict
conformity
connotation
criticism

defense mechanisms
denotation
determinism

ego
emotions
essay

fiction
footnote
free will
Freudianism

genius
Gestaltism

human nature

humanism
hypothesis

id
incentive
intelligence
instinct
internal rhyme
interdependency

learning
learning theorists

maturation
metaphor
meter
monogamy

neo-Freudianism
neurosis
nonfiction
normal/abnormal

occult
omnivore

paradox
paranoia
peer
perception
perceptualists
personality
personality theory
personification
plagiarism
polygamy
priority
protagonist
psychoanalysis
psychomotor
psychoses

race
reason
relativity
research
response
retardation
rhyme
rhythm
role

schizophrenia
Self
self-concept
self-theorists
sexuality
simile
soliloquy
stimulus
super ego
symbols

tabula rasa
territoriality
theory
thesis
tragedy

unique

values

MATERIALS:

Human/Animal Behavior Resources:

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Thurber, James. "The Secret Life of Walter Mitty."

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Dickinson, Emily. "I'm Nobody."

Frost, Robert. "The Road Not Taken."
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TENTH GRADE

MAJOR CONCEPT: Humans form and join groups. They invent cultures which represent their attempts to solve problems presented by their environment and their relations with their fellowman.

GOAL: That each student understand his relationship with others.

I. SUBCONCEPT ONE: As people form and join societies, each human must compromise certain aspects of his individuality.

A. GENERAL OBJECTIVE: That each student understand that his individuality is a part of the many groups with which he will identify.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify several characteristics of group structure.

2. That each student be able to identify several groups of which he is a member.

3. That each student be able to identify several roles he plays in the different groups to which he belongs.

4. That each student be able to list several benefits and disadvantages of being a member of these groups.

C. MAJOR IDEAS:

1. Man sometimes benefits from joining groups.

2. Man controls some of his basic interests to become part of a group.

3. Man often considers enlightened self-interest as a factor in making decisions concerning others.

D. TOPICS:

1. Group structure

2. Group dynamics

3. Leadership

4. Security

5. Sense of belonging

6. Mutual defense

7. Sense of identity

8. Mutual benefits

9. Cultural sharing

10. Compromised principles

11. Adjustment of needs and interests

12. Alienation

II. SUBCONCEPT TWO: All human societies have common characteristics. Awareness of these characteristics contributes to understanding common human traits and helps to provide methods for observing various societies.

A. GENERAL OBJECTIVE: That each student understand that all human societies share common characteristics.

B. SPECIFIC OBJECTIVES:

1. That each student be able to name the five basic social institutions and identify the function of each.

2. That each student be able to identify several characteristics common to all human societies.

C. MAJOR IDEAS: All societies share cultural universals.

1. Man develops institutions.

2. Man makes provision for food, shelter, clothing.

3. Man makes provision for explaining the unknown.

4. Man makes provision for ultimate decisions.

5. Man makes provision for measuring and counting.

6. Man makes provision for language.

7. Man makes provision for transmission of culture to the young.

8. Man makes provision for emergence into adulthood.

D. TOPICS:

1. Family

2. Religion

3. Economy

4. Government

5. Education

6. Minor institutions

III. SUBCONCEPT THREE: Subgroups, each possessing distinct characteristics, occur in human societies. As these subgroups play their unique roles within the total society, they also develop relationships with each other.

A. GENERAL OBJECTIVE: That each student understand that human societies are compromised of many subgroups which interact with each other.

B. SPECIFIC OBJECTIVES:

1. That each student be able to list several subgroups of which he is a member.

2. That each student be able to list several benefits received from being a member of these subgroups.

3. That each student be able to list several disadvantages from being a member of these subgroups.

4. That each student be able to name several ways that subgroups interact with each other.

C. MAJOR IDEAS: The identity of the individual is influenced by the subgroups to which he belongs.

1. Man shares commonalities with other members of his subgroup.

2. Man has a unique role in each of the subgroups to which he belongs.

D. TOPICS:

1. Norms

2. Values

3. Deviations

4. Unity

5. Simultaneous roles

6. Ethnic groups

7. Street gangs

8. Fraternal organizations, etc.

IV. SUBCONCEPT FOUR: Environmental factors influence the location of human societies and the behavior occurring within them. Knowledge of the geographic and climatic conditions of an area can provide insights into how a society organizes its priorities and how its members behave.

A. GENERAL OBJECTIVE: That each student understand the role of environment in the formation of societies.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify several countries and cities within various regions of the world with reference to their geographic uniqueness.

2. That each student be able to apply the legend of a map to interpret different world geographic features.

3. That each student be able to correctly fill out a map.

4. That each student be able to demonstrate an understanding of the relationship between environment and culture.

C. MAJOR IDEAS:

1. Humans develop physically in accordance with location.

2. Humans decide on their priorities in accord with geographic and climatic conditions.

3. Humans develop civilizations according to environmental factors.

4. Humans develop customs and activities appropriate to their location.

5. Humans create different cultures which express the variety of ways they have tried to solve the problems confronting them.

D. TOPICS:

1. Physical characteristics: pigmentation, bone structure, hair, etc.

2. Natural resources

3. Agricultural methods

4. Environmental control

5. Tools

6. Recreation

7. Rituals

8. Warfare

V. SUBCONCEPT FIVE: Each society develops artifacts which express the ways it chooses to meet its needs. The myriad facets of nature bring about a wide variety in the forms of expression.

A. GENERAL OBJECTIVE: That each student understand that societies have a variety of forms of expression resulting in artifacts.

B. SPECIFIC OBJECTIVES:

1. That each student be able to define the term "artifact."

2. That each student be able to identify several artifacts associated with different cultures.

C. MAJOR IDEAS:

1. People create many different forms to express their humanness.

2. A society develops artifacts which reflect its uniqueness.

D. TOPICS:

1. Natural objects (imbued with human significance)

2. Man-made objects: tools, weapons, equipment, art objects

SKILLS: By the end of the tenth grade, students should be able:

I. To demonstrate the following skills associated with the study of anthropology/sociology:

A. Define and demonstrate an understanding of the basic vocabulary associated with these disciplines.

B. Demonstrate an understanding of procedures used by anthropologists and sociologists such as: systematic observation, data collection and processing, and the formulation and testing of hypotheses.

II. To demonstrate the following skills associated with the study of geography:

A. Define and demonstrate an understanding of the basic vocabulary associated with geography.

B. Demonstrate the skills a geographer uses, such as using and reading a map.

III. To demonstrate the following skills associated with the study of drama:

A. Analyze character development.

B. Analyze plot and action.

C. Identify types of drama.

D. Define basic terminology.

E. Demonstrate an awareness of the historical development of drama.

IV. To demonstrate the following skills associated with the study of parliamentary procedure:

A. Demonstrate a knowledge of the basic components of parliamentary procedure.

B. Define basic terminology.

C. Define essential elements of a constitution.

V. To understand and use basic vocabulary including the following words:

acculturation
act
alliance
allusion
amalgamation
anthropology
antithesis
archeology
artifact
assimilation

ceremony
civilization
climate
collective security
comedy
continent
continental shelves
cultural lag
cultural relativity
cultural universal
culture

date line
deviant behavior
diffusion
discovery
drama

economics
education
ethnic group
extended family

family
folkways

geography
government

habit

immigration
invention
institution

incest

kinship

latitude
laws
life support systems

map legend
marriage
melodrama
meteorology
migration
monotheism
mores
mutual defense

norms
nuclear family

oxymoron

pantheism
parallelism
plot
political boundary
polygamy
polygyny
prejudice
primitive

race
religion
ritual
river

sanctions
satire
scene
screen play
siblings
sociology
style
subculture

subgroup
symbolism

taboos
talisman

topography
totem
tragedy

values

MATERIALS:

STUDY OF CULTURES:

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Carson, Rachel. The Silent Spring. New York: Fawcett World, 1970.

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McHarg, Ian. Design with Nature. Garden City, N.J.: Doubleday, 1971.
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Ruskin, A. Greek and Roman Art. New York: McGraw-Hill 1970.
Van de Bogart, Doris. Introduction to Humanities. Washington, D.C.: EDA Books, 1968.

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Robert, Henry M. Robert's Rules of Order. Old Tappan, N.J.: Fleming H. Revell, 1967.

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*Selection may be found in various collections of author's work or in other anthologies.

Films and Filmstrips:

"Africa: Continent in Change."
"American Indians."
"The American Poor."
"The City and the Modern Writer."
"Do We Live or Exist?"
"The Fight Against Crime."
"Minorities Have Made America Great."
"Urban America."
"What is Drama?"

ELEVENTH GRADE

MAJOR CONCEPT: The history of man's struggle for survival is filled with conflict and compromise which have led to changes in his life styles, institutional organizations, and cultures. The changes which have characterized the transformation of societies from primitive to industrial have resulted in evolutionary and revolutionary alterations in societal relationships.

GOAL: That each student understand that societies continually attempt to improve their life styles and their relationships with other groups.

I. SUBCONCEPT ONE: As societies change from privitive to agricultural to urban-industrial, they are confronted with problems alien to their original heritage.

A. GENERAL OBJECTIVE: That each student understand the problems man faces in moving from a primitive society to an agricultural one, and then to an urban-industrial one, and then to an urban-industrial society.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify several basic characteristics of a primitive society.

2. That each student be able to identify several basic characteristics of an agricultural society.

3. That each student be able to identify several basic characteristics of an urban-industrial society.

C. MAJOR IDEAS:

1. People in primitive societies share common characteristics.

2. People in agrarian societies share common characteristics.

3. People in urban-industrial societies share common characteristics.

4. People face a need for new behaviors and thinking as society changes.

5. People experience changes which are neither uniform nor constant as society evolves.

6. Man in primitive society relates to his group differently from the way he relates to agrarian or urban-industrial society.

7. Various types of relationships are established between rural and urban populations.

8. People experience conflict when the relationships between inter-dependent rural and urban populations are not clarified.

9. People establish and maintain various types of relationships among urban centers.

10. Some urban centers develop unique roles.

C. TOPICS:

1. nomads
2. hunters
3. gatherers
4. fishermen
5. tillers
6. planters and harvesters
7. killing tools
8. domesticity of animals
9. storage
10. territoriality
    a. Indians
    b. Cowboys
11. cultural lag
12. economic dependency
13. roads
14. taxes
15. protective services
16. military and political obligations
17. stereotyping
    a. redneck
    b. city slicker, etc.
18. county/city zoning
19. conflict between sheep-herders and cowherders in West
20. law enforcement
21. trade
22. political alliances
23. competition in cultural events

24. international traffic centers

a. Chicago: railway
b. New York: airlines
c. Abilene: cattle
d. Florence/Rome: church

25. outposts

a. Jerusalem
b. Vladivostok
c. Istanbul

II. SUBCONCEPT TWO: Societies cope in different ways with the changes brought about by industrialization. These changes are not constant within each society, for various subgroups adjust differently. Stress within society has replaced in part the stresses among societies.

A. GENERAL OBJECTIVE: That each student understand that non-uniform rates of change produce stress.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify several social movements dealing with societal stress.

2. That each student be able to identify several political movements dealing with societal stress.

3. That each student be able to name persons, events, and documents of the American and Russian Revolutions.

4. That each student be able to list several characteristics common to minority groups in American culture.

C. MAJOR IDEAS:

1. The individual's place in society or within a subgroup in that society is based upon a variety of factors.

2. The member of a subgroup finds an identity as a result of his subgroup's position in industrial society.

3. Members of a subgroup within a society experience stress as the subgroup adjusts to change brought about by industrialization.

4. The members of a subgroup find different ways to cope with change.

5. Failure to make adjustments has led to annihilation, enslavement, absorption, or removal to reservations by those who made the adjustment.

D. TOPICS:

1. prestige, money, occupation, education, racial identity, skills, cultural heritage, geographic location, political affiliations, charisma, chance, sex

2. social movements, civil rights, interest groups, social mobility

3. acceptance, resistance, participation

4. reservations, displacement centers, slavery, residential restrictions

III. SUBCONCEPT THREE: Citizens in complex societies have found it increasingly necessary to expand the roles of their governments and to vary the nature of their governmental structures. Contemporary man senses the need to become aware of his political systems and to become increasingly involved in them.

A. GENERAL OBJECTIVE: That each student understand the ways societies organize governments to ease the stress confronting them.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify at least three major philosophies expressed in governmental systems.

2. That each student be able to identify the components of constitution-making.

3. That each student be able to list the first ten amendments of the United States Constitution.

C. MAJOR IDEAS:

1. Man has increasingly found it necessary to expand the role of government and to vary the nature of its forms.

2. People develop complicated rules of behavior to live in a complex society.

3. Citizens of a complex society sense the need to become aware of their political systems and to become involved in them.

D. TOPICS:

1. law, rituals, traditions, etiquette

2. political parties, representative government, propaganda, civil defense, soil conservation and related services, Teapot Dome, Watergate, corruption, political labels, mass psychology

IV. SUBCONCEPT FOUR: Industrialization increases the rate of change in an urban society that requires new relationships with other emerging societies at various stages of development.

A. GENERAL OBJECTIVE: That each student understand the role of industrialization in the variety of relationships among societies.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify several economic relationships among societies.

2. That each student be able to identify several political relationships among societies.

3. That each student be able to identify several cultural relationships among societies.

4. That each student be able to identify several steps involved in converting raw materials into a finished product.

C. MAJOR IDEAS:

1. People experience a complex life in an industrial society.

2. Mankind confronts an increased rate of change as industrialization occurs within an urban society.

3. Man's relationship to the agrarian urban center differs from his relationship to the industrial urban center.

4. Societies establish economic, political, and cultural relations with others.

5. Man adjusts his concept of work as automation increases.

D. TOPICS:

1. specialization, interdependence, reliance on experts, fragmentation of family, slum conditions, crime, revolution/passive resistance, increased militancy

2. urban-industrial society organized around work, urban-agrarian society organized around defense and commerce, outlook on money differs

3. leisure time, multiple jobs, feather-bedding, unionization, professional associations, labor/management conflict

V. SUBCONCEPT FIVE: Societies must consider the effects of technological, scientific, and industrial development. Advanced societies have few models as they attempt to deal with these effects.

A. GENERAL OBJECTIVE: That each student become aware of the societal effects of unprecedented change.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify several problems inherent within modern society.

2. That each student be able to identify several different methods of dealing with modern problems.

3. That each student be able to trace a modern industrial process from raw materials to a finished retail product.

4. That each student understand the relationships inherent in international trade.

C. MAJOR IDEAS:

1. Man must deal with environmental concerns in advanced societies.

2. Man has increasingly complicated social concerns as he attempts to utilize the effects of advanced technological society.

3. Increasing interdependence of industrial-technological societies requires new assumptions about the function of government, labor groups and the roles individual citizens may play in effecting changes.

D. TOPICS:

1. environmental concerns: noise levels, pollution and its forms, reduction of atmosphere, effects of chemicals

2. technical education, minimum job requirements, racial quotas

3. energy crisis, cartels, nationalization of industries, trade barriers, loss of personal freedom, food production, protest groups

4. population explosion, recreational time and place

5. changing life styles and values, family patterns, inflation, depression

6. Japan, Germany, United States - leading industrial societies now serving as models

7. concept of progress

SKILLS: By the end of the eleventh grade, students should be able:

I. To demonstrate the following skills associated with the study of political science:

A. define and demonstrate a knowledge of the basic vocabulary associated with political science.

B. demonstrate an ability to use political science tools such as poll taking, surveying, interviewing, and lobbying.

II. To demonstrate the following skills associated with the study of language:

A. demonstrate a knowledge of levels of usage in speaking and writing.

B. identify elements of factual writing and speaking.

C. identify elements of editorial writing and speaking, slanting and propaganda.

D. identify the essay as a type of writing.

E. demonstrate the ability to write an essay.

III. To demonstrate the following skills associated with the study of history:

A. demonstrate a knowledge of differences between primary and secondary sources of information.

B. demonstrate a knowledge of differences between valid and invalid sources.

C. identify historical writing as a type of writing.

IV. To demonstrate the following skills associated with the study of economics:

A. define and demonstrate a knowledge of the basic vocabulary associated with the study of economics.

B. demonstrate an ability to use the procedures of an economist.

C. demonstrate the skill of interpreting graphs in economic study.

D. identify three schools of economic thought.

V. To understand and use basic vocabulary including the following words:

agrarian
assassination

balance of power
balance of trade
Bill of Rights
Black Power
business cycles

capitalism
cartel
city boss
civil rights
class
classical economics

communism
compromise
constitutional law
coup d'etat

demand
democracy
depending
depression
dialectic
displacement centers
divine right
domesticate

ecology

economics
etiquette
evolution
executive
exposition
expressionism

fascism
feather-bedding
free enterprise

hinterland

impeachment
industrial
infallibility
inflation
initiative

judicial

Keynesian

laissez-faire
legislative
leisure time
lobbying

minority group
mixed economy
monarchy

natural laws
norms
nonviolent protest

passive resistance
picketing
politics

political
pollution
professionalism
progress
progressivism
propaganda
protest
Protestant Ethic
public opinion

recall
referendum
reform
revolution
revolutionary
Romanticism

slavery
social contract
social movement
social unrest
socialism
specialization
status quo
stereotype
stewardship
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Stendhal. The Charterhouse of Parma. Baltimore, Md.: Penguin, 1968.
Toffler, Alvin. Future Shock. New York: Bantam, 1971.
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Griffin, John H. Black Like Me. Boston, Mass.: Houghton Mifflin, 1961.

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Films and Filmstrips:

"America" (TV)
"Primal Man" (TV)

"Europe's Common Market and Expanding Trade."
"Life in Rural America." National Geographic Society.
"Man and Machines: Our Expanding Economy."
"Minorities Made America Great."
"The U. S. Economy."
"The World of Energy." National Geographic Society.

TWELFTH GRADE

MAJOR CONCEPT: Humans seek to understand their role in the universe. The personal and social meanings which man has assigned to his total environment affect the ways he acquires and uses knowledge. Because of his knowledge, and his abilities to use this knowledge, man is confronted with examining, evaluating and controlling change. Therefore, man continually assesses his position in the universe and attempts to preserve and establish some degree of stability within his personal, social, and environmental systems.

GOAL: That each student try to understand his role in the universe by assessing his world view and by seeking personal meaning to his existence.

I. SUBCONCEPT ONE: Man experiences constant change in his personal, societal and political world. Because of this constant flux in his universe, man feels a sense of insecurity. Awareness of these changes and their effects helps man to better understand his role in the universe.

A. GENERAL OBJECTIVE: That each student recognize that personal feelings of insecurity can be a result of various changes in his universe.

B. SPECIFIC OBJECTIVES:

1. That each student be able to define the term "universe" as used in this unit.

2. That each student be able to match five philosophical positions with their authors.

C. MAJOR IDEAS:

1. Man experiences a constantly changing universe.

2. Man encounters changes in his personal existence.

3. Man reacts to changes in the political world.

4. Man changes with societal changes.

D. TOPICS:

1. aging, death, personal crisis

2. war, power, prestige, influence, militancy, civil rights, interest groups

3. ideological and philosophical changes, impersonal interdependence

II. SUBCONCEPT TWO: Man constantly discovers knowledge which has the potential to alter his ideas and behavior. While knowledge can affect man and his society, the pursuit of this knowledge is affected by individuals and society. The relationship between science and society existing in today's world is the product of human history.

A. GENERAL OBJECTIVE: That each student understand the interrelations between science and society.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify the contributions of major scientists.

2. That each student be able to list the major contributions of medicine, physics, chemistry, mathematics, etc.

C. MAJOR IDEAS:

1. Man has historically developed his ideas to the consideration of science and society.

2. Man uncovers knowledge in various ways.

3. Man has developed a scientific mode of inquiry.

4. Man has reacted to science in different ways.

D. TOPICS:

1. periodization, Greeks, Romans, Chinese, Egyptians

2. inquiry

3. accident

4. trial and error

5. Copernicus, Galileo, Newton, Harvey, Darwin

6. humanism, behavioral engineering, religious reaction, genetic engineering, negative reaction, specialized reaction, emotionalism, sensitivity movement

III. SUBCONCEPT THREE: As man becomes aware of scientific knowledge and takes steps to comprehend it, he considers alternatives and makes decisions about how this knowledge will be used. His thoughts, previous experiences, values, feelings, and actions are all involved in the decision-making process.

A. GENERAL OBJECTIVE: That each student understand how man makes decisions concerning the application of knowledge.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify how different societies have reacted to new scientific knowledge.

2. That each student be able to list several scientific projects supported by the United States Government.

C. MAJOR IDEAS:

1. Man is affected by the decisions he makes concerning the application of knowledge.

2. Man adjusts his values as a result of changes created by technology.

3. Man attempts to develop new life styles consistent with his values.

D. TOPICS:

1. morality, euthanasia, definition of death, what is God?

2. communes, open marriage, return to primitive, organic farming, health foods, drifting, what is happiness?, new religious emphasis

IV. SUBCONCEPT FOUR: Because the universe is continually changing, man questions the meaning of his existence. Increases in knowledge do not always provide the answers to man's questions about the universe. Man still feels a need to deal with the unknown.

A. GENERAL OBJECTIVE: That each student recognize that man through the ages continually questions the meaning of his existence.

B. SPECIFIC OBJECTIVES:

1. That each student be able to list five of the basic tenets of existentialism.

2. That each student be able to distinguish between the occult and religious teaching.

C. MAJOR IDEAS:

1. Man turns to philosophical orientations that will answer his questions concerning the meaning of his existence.

2. Man does not feel in total control of his universe.

3. Man feels a need to account for the unknown.

4. Man's search for the metaphysical is intensified by scientific advancements.

D. TOPICS:

1. new theories, existentialism, man's smallness, lack of understanding

2. occult, astrology, myths, religions

V. SUBCONCEPT FIVE: Man continually establishes areas of apparent stability within his life to give him a feeling of security. The nature of a dynamic world requires man to establish a consistent basis for choosing among alternatives.

A. GENERAL OBJECTIVE: That each student understand that his nature as a human being requires him to seek permanence in his world.

B. SPECIFIC OBJECTIVES:

1. That each student be able to identify several behaviors or institutions designed to provide stability.

2. That each student be able to identify several philosophical approaches designed to provide stability.

C. MAJOR IDEAS:

1. Man continually strives for stabilizing elements in his life.

2. Man alters his institutional framework.

3. Man adjusts his personal systems for assessing decisions.

D. TOPICS:

1. corporate as opposed to individual, alteration of roles, family services, changes in existing institutions, creates new institutions

2. value systems, open/closed minds

SKILLS: By the end of the twelfth grade, students should be able:

I. To demonstrate the following skills associated with the study of philosophy:

A. define and demonstrate an understanding of the basic vocabulary associated with the study of philosophy.

B. identify three schools of philosophical thought.

II. To demonstrate the following skills associated with the study of logic:

A. identify three kinds of faulty reasoning.

B. define and demonstrate an understanding of the basic vocabulary associated with the study of logic.

C. form a logical syllogism.

III. To demonstrate the following skills associated with the mechanics of writing:

A. identify the precis as a type of writing.

B. write a precis.

C. write a literary critique.

IV. To understand and use basic vocabulary including the following words:

astrology
atomism

cartesian method
conservative

death
doctrine
dogma

emotionalism
epistemology
escapism
euthanasia
existentialism

free spirit

genetic engineering
Greek schools of thought

humanism

ideology
interest group

liberal
life
life style

metaphysics
militancy
morality
myth

nihilism

occult

philosophy
pragmatism

rationalism

scientific method
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universe

war

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MAY 27 1977

APPENDIX

Supplementary Materials

OPTIONAL ACTIVITIES PACKET

The Unified Studies program is intended for a heterogeneous class of students. Because students display differing areas of interest, differing plans for the future, and differing abilities, a packet of optional activities has been developed. This packet samples the curriculum of each grade level and suggests materials and activities which can be chosen by students. These activities vary in difficulty and depth of study and therefore provide the appropriate intensity for individual students.

This packet is available to anyone interested.

MINI - COURSES

The Unified Studies Department offers mini-courses to complement the regular curriculum. These courses are in-depth studies of areas covered only superficially during regular class sessions. The length of these courses depends upon the subject matter and the topics for mini-courses are derived directly from the concepts presented at each grade level. The following are examples of mini-courses taught at each grade level.

9th

Creative Writing
Theories of Deviancy
Interpersonal Relationships
American Poetry
Library Skills
Mystery in Literature
American Musical Theater
Conservation & Wildlife

10th

Word Power
Sociology
Human Geography
Literature of Subgroups
Music of Different Cultures
American Family
Search & Seizure

11th

Medieval Arts & Crafts
Human Behavior in Industrial Society
Dead Sea Scrolls
Greek Literature
Search for Self in Literature
Statesmen
Industrial/Technological Societies

12th

Utopian Literature
Intellectual European History
History of Fine Arts
War Between the Sexes
Logic
Great Books

UNIFIED STUDIES

OPTIONAL ACTIVITIES

for

THE CURRICULUM

P.K. YONGE LABORATORY SCHOOL

COLLEGE OF EDUCATION

UNIVERSITY OF FLORIDA

GAINESVILLE, FLORIDA 32611

The Unified Studies Department has recognized that there is a basis of knowledge at each grade level with which every student should become familiar. It is also recognized that because of students' specialized interest areas, future plans and present abilities, a hierarchy of materials and activities leading toward more depth should be made available to students.

Optional materials and activities have thus been identified so that students may choose the intensity with which they will delve into any topic of the curriculum. Students are aided in making realistic decisions regarding their choices by having individual conferences with their instructor at the beginning of each unit. Goals are set for the students and they understand that their eventual grade will be derived not from the amount of material they cover but from the quality of their work.

This hierarchy of activities is intended to allow the individual to have a choice for his studies and to help him see the possibilities for these studies. It is not intended to be a tracking system and differs from this practice in that no student will ever be labeled as working at a specific ability level. He will have set goals for himself and it is up to him to do a fine job at whatever he has selected.

What follows, then, is not an attempt to describe the entire program of study for students. It is a description of OPTIONAL activities which supplement the regular classroom routine. For this reason not all concept or topic areas are included. All students are expected to follow the regular classroom course of studies. The suggestions which follow are ways of providing more intensity as individually applicable.

1. Man can often be more objective about himself when he has a basis for comparison. The ninth grade curriculum begins the Unified Studies Program by supplying a vehicle for considering such things as instinctive behavior, violence, territoriality, mating, and communication. By reviewing systematic behaviors followed by varying species of animals, the determination of whether man's behavior is also predictable is facilitated.

COMMUNICATION

a. Observe and catalogue the behavior of an animal showing how he communicates.
b. Read and report on the communication skills of a particular species.
c. Read Hall, The Silent Language.

COURTSHIP BEHAVIORS

a. Describe in writing contemporary courtship behaviors.
b. Research Harlow's studies of love.
c. Read Morris, The Naked Ape.

AGGRESSION

a. Describe your feelings about the agressive aspects of athletics.
b. Read Golding, Lord of the Flies.
c. Read Lorentz, On Aggression.

CREATIVITY

a. Define and illustrate your understanding of creativity.
b. Select a person you think is creative and report on the aspects of his creativity.
c. Create something that satisfies your definition of creativity.
d. Can an animal be creative? Support your opinion with research evidence.

2. Man's many dimensions are explored in the second sub-concept of the ninth grade. This is done by studying such things as how man learns, how he expresses himself, and how he is influenced by external events. Students are given the opportunity to learn more about themselves by applying these ideas and by taking such tests as the Cognitive Mapping Scale and the Myers-Briggs Type Indicator.

LEARNING THEORIES

a. Interview other students to find out their views on what constitutes best learning conditions.
b. Write a plan for modifying a habitual behavior through stimulus-response.
c. Read Skinner, Walden Two, and identify the training techniques to adjust to that society.

ADVERTISING

a. Gather material and make a display showing the use of techniques such as sex appeal or snob appeal in advertising.
b. Create an advertising campaign to sell a real product or service.
c. Read Packard, The Hidden Persuaders.

THEORIES OF THE UNIVERSE

a. Read selections from the mythology of an ancient society of your choice.
b. Draw a relationship between religious explanations of the past and scientific explanations of the present.
c. Write an interpretation of a natural catastrophe from the viewpoint of an ancient Greek, a pre-Christian Era Jew and a post-Reformation Christian.

3. Intellectual and physical growth affect the way individual men behave. This concept is studied by delineating the stages through which each man travels during his life and by drawing relationships between maturation and perception.

GROWTH AND MATURATION

a. Observe three age groupings and report on their interests.
b. Write a series of ten questions which will help you to measure the maturation level of a class of students.
c. Compare Freud's development of the personality with Erikson's ages of man.

4. Personality is studied in sub-concept four in two ways. First, ... theorists in the area are studied and then individuals are asked to look at themselves in terms of what the theorists have said. Self understanding is attempted through the study of self-concept, defense mechanisms, reinforcements, and need hierarchies.

PERSONALITY THEORY

a. Keep a record of and explain the use of defense mechanisms you observe in yourself and others.
b. Show an understanding of the difference between Skinnerian and traditional Freudian therapy.
c. Show how a theorist like Freud, Jung, or Skinner uses his ideas to modify personality.

PERSONALITY DISORDER

a. Read Axline, Dibs: In Search Of Self.
b. Read Plath, The Bell Jar.
c. Read Green, I Never Promised You A Rose Garden.

5. The next sub-concept in the ninth grade curriculum focuses on the identification of individual values. Because all decisions are affected by values, a recognition of what these values are is an important step toward self-understanding.

VALUE CLARIFICATION

a. Keep a diary of things you do which give you pleasure, and summarize your values from it.
b. Conduct interviews with people at least twenty years older than yourself to determine the basis for comparing their values with your own.
c. Draw a priority scale for twenty-five values as you see it in the United States and evaluate this scale.

6. The many roles played by the individual are studied at the end of the ninth grade. Conformity, peer relationships, family relationships, and masculinity-femininity are aspects of role playing which are studied. The understanding of the situational elements involved in role playing is the aim of the last sub-concept of this year.

CONFORMITY

a. Report on the difference in behavior that you observe in yourself and others when you are at school and when you are away from school.
b. Analyze language and actions you observe which insure group or societal conformity.
c. Select a person you identify as a non-conformist and explain your reason for labeling him in this way.

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MASCULINITY-FEMININITY

a. Observe magazine and television advertising and determine what is portrayed as the elements of masculinity or femininity.
b. Write a story in which your characters show your interpretation of the elements of masculinity and femininity.
c. Research the historical change in society's attitude regarding what is masculinity or femininity.

1. The tenth grade curriculum focuses on man in groups. This study begins with the identification of elements which aid in defining social groups and continues into the study of groups within the United States. This first sub concept explores the advantages and disadvantages of grouping.

COMMON CHARACTERISTICS OF SOCIETIES

a. Research and report to the class on the social characteristics of insects.
b. Research and report to the class on the social characteristics of primates and compare these characteristics with man's behavior.
c. Read Michener, The Source, and describe the common characteristics of societies.

NON-TECHNOLOGICAL SOCIETIES

a. Select an American Indian tribe and report to the class about its attitudes toward unacceptable behavior.
b. Select a hunting or gathering group in Africa and report on its social norms.
c. Select a dynasty of ancient China and report on its societal approach to controlling personal values.

THE CITY AND THE MODERN WRITER

a. You sell newspapers on a street corner on lower Manhattan. Write your observations during one day.
b. Capture through poetry the spirit of the city.
c. Write a short story expressing views you have developed as a writer living in the city.

URBAN AMERICA AS WE SEE IT

a. Select a television series dealing with urban problems and write an episode for this series.
b. Select a book dealing with urban problems and evaluate the author's solutions to these problems.
c. Read extensively from the poetry of Nikki Giovanni and interpret in prose her view of the city.

CRIME

a. Provide a class resource dealing with criminal behavior or law enforcement.
b. Write an evaluation of the Warren Court's decisions dealing with the rights of criminals.
c. Read Wright, Native Son, and evaluate his interpretation of society's influence on the individual.

2. Societies develop differently because of various external conditions. Sub-concept two concentrates on geographical influences on the evolution of societies.

GEOGRAPHY

a. Sketch a two block area of your city showing the location of buildings and geographical features.
b. Explain the geographical reasons for the location in your city of residential, business, and educational districts.
c. Select a small area in the world and explain its development in terms of geographical considerations.

ARTIFACTS

a. Your instructor will give you ten artifacts found in a recent dig. Explain the nature of the society which produced them.
b. Explain the climatic factors that influence the types of artifacts which are preserved for future understanding.

c. Using techniques described by McCall in Africa in Time Perspective, explain the study of a society from the use of artifacts.

3. The third sub-concept is a delineation of the basic institutions which can be found in all societies. Here students discover some cultural universals which can be used to compare and contrast all societies.

INSTITUTIONS

a. Write an essay showing your understanding of each of the five social institutions.
b. Write a paper showing the position of the five social institutions in the development of American life.
c. Compare a Western with an Eastern society with respect to the five social institutions.

WHAT IS DRAMA?

a. Read a newspaper or magazine review of three plays.
b. Read a play by Paddy Chayefsky.
c. Read a play by Shakespeare.

4. Man's ways of expression are revealed through artifacts. This sub-concept considers physical artifacts as well as the areas of the humanities developed by societies. An exercise using drama is emphasized at this point.

ARCHITECTURAL PRESERVATION

a. Select a site and draw designs showing its external characteristics.
b. Interview someone in your community who remembers a building that has been destroyed. Explain and evaluate his opinions about the decisions that removed the building.
c. Visit an historical site in your city and develop a plan for presentation to the government attempting to insure its preservation.

THE ARTS

a. Select a musician and an artist from the same time period and present to the class selections from both.
b. Select a writer from the American Colonial period. Read a work by him, and show his influence on the developing revolutionary thinking.
c. Read Naked Came I, and explain Victor Hugo's influence on Rodin.

5. Societies can be divided into sub-groups. Each of these sub-groups may display different norms and values as a result of attempting to satisfy specific needs. This fifth sub-concept considers the needs of sub-groups and how an individual can simultaneously be a member of many groups.

PREJUDICE

a. Read Hansberry, A Raisin in the Sun.
b. Read Lee, To Kill a Mockingbird.
c. Read Malamud, The Fixer.

MINORITY GROUPS

a. Select materials dealing with American Indians and present these to the class. These materials must reflect on contemporary Indian problems.
b. Read London and Anderson, So Shall Ye Reap: The Story of Cesar Chavez and the Farm Workers' Movement.
c. In your city you are a member of the majority racial group when a minority group begins moving in. You witness the change in time and see your group become the minority. Describe your views of this situation and what directions the city should follow in social and political terms.

6. Because there are a large number of societies interacting with one another, many types of relationships develop. Here, in the final sub-concept of the tenth grade, attention is focused on political and cultural relationships of societies both past and present.

INTERNATIONAL RELATIONS

a. Read a history of events pertaining to the Spanish-American War.
b. Using newspaper and magazine accounts, report on some aspect of the Kissinger diplomacy of the 1970's.
c. Report on the negotiations relative to the United States' completion of the Panama Canal.

IMPERIALISM

a. Write a paper showing your understanding of the six motives of imperialism.
b. Write an evaluation of "Manifest Destiny" expressing your opinion of its justification.
c. Study the Monroe Doctrine with reference to the Good Neighbor policies of Herbert Hoover and Franklin Roosevelt. Evaluate the attitude of the United States with reference to its southern neighbors.

1. The 11th grade curriculum emphasizes political and economic thought and does this by tracing the changes that result from the evolution from primitive to agricultural to industrial societies. Sub concept 1 presents societies during the change from pre-agricultural to agricultural.

PRIMITIVE SOCIETY (PRE-AGRICULTURAL MAN)
   a. Select and report on a primitive society of your choosing.
   b. Read Mead, Growing Up In New Guinea.
   c. Read Homer, The Odyssey.

AGRICULTURAL MAN
   a. Read a history of England covering a period before the 17th Century.
   b. Read Mead, People and Places.
   c. Read Homer, The Iliad.

EMPIRE
   a. Study and report on the African Scramble.
   b. Read Thompson, England in the 19th Century.
   c. Read Gibbon, Decline and Fall of the Roman Empire.

2. The next step taken by evolving societies is agricultural to urban-industrial. A study of the time period from the Middle Ages to the Industrial Revolution is accomplished during this second sub-concept.

MIDDLE AGES
   a. Study myths and legends of the Middle Ages.
   b. Read Chaucer, Prologue and three tales from Canterbury Tales.
   c. Read Cervantes, Don Quixote.

NATION-STATES
   a. Write a diary for a serf in 15th Century Europe.
   b. Write a fictional autobiography of someone living in the 16th Century.
   c. Write a conversation expressing current concerns between representatives of three estates in 17th Century France.

3. Industrialization introduces many complexities which are new to agricultural man. In this concept a study of the advantages and disadvantages of industrialization is completed.

INDUSTRIAL REVOLUTION
   a. Select a Romantic poet and read his work relative to reaction toward the Industrial Revolution period.
   b. Read Dickens, Hard Times.
   c. Read Toynbee, The Industrial Revolution.

4. Because societies have reacted to industrialization in many ways, various approaches aimed at controlling the results of industrialization have been formed. This fourth sub-concept is the base for grade 11. Here a study of contemporary political thought as well as a study of history by looking at significant political issues is completed. It is at this point that comparative political ideologies are emphasized.

ECONOMIC THEORIES
   a. Provide a class resource on different economic theories.
   b. Select a Classical Economist and report on his ideas.
   c. Compare Keynesian Economics with Laissez-Faire theory as expressed by Adam Smith.

AMERICAN COLONIAL PERIOD
   a. Study the styles, fads, language, and music of Colonial America.

b. Study Virginia as a model for developing government in Colonial America.
c. Read a biography of or a book by Jonathan Edwards.

AMERICAN REVOLUTION

a. Read a history of some aspect of the American Revolution.
b. Read about the control of public opinion and the use of pamphlets before 1776.
c. Read and report on the American Revolution as a social movement.

DOCUMENTS

a. Read the Declaration of Independence and report on the grievances against the King.
b. Read the Articles of Confederation and write an interpretation of why this document failed.
c. Compare the Marshall Court and Warren Court regarding the interpretation of the Constitution.

SOCIAL MOVEMENTS: TO CHANGE A NATION

a. Report on the differences between the NAACP, SCLC, SNCC, and the Black Panthers.
b. Using Lerner, America As A Civilization, outline the American Labor movement.
c. Compare Women's Liberation of the 1920's with that of today.
d. Develop historically American Peace movements and write a rationale for each step.

RUSSIA

a. Read a history of Russia.
b. Compare the philosophy of the Tsars with that of the Communists in regard to political issues.
c. Read Fainsod, How Russia Is Ruled.

5. Governments are formed to regulate the complicated rules of behavior necessary in complex societies. Here a study of government, especially that of the United States and the Soviet Union, is completed.

MARXISM

a. Read a biography of Karl Marx.
b. Read Marx, Communist Manifesto.
c. Compare Marxism of the 1850's with Marxism-Leninism.

OTHER POLITICAL THEORIES

a. Read about a political theory and share the result of your reading with the class.
b. Compare Democratic Socialism with Liberal Democracy.
c. Study three political theories with reference to governmental control.

6. The radical advancements in science and technology lead to unprecedented problems and modifications in societies. The last concept of this year presents contemporary concerns and encourages students to predict what the outcome of contemporary trends will be.

THIS WORLD OF ENERGY

a. Collect and display pictures showing peaceful use of atomic energy.
b. Study the hazards of radioactivity and report to the class.
c. Study and write about the sources of energy in and on the earth.

PREDICTIONS

a. Define the difference between political and economic conservatives and liberals with your evaluation of their roles in the future.

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a. Write a paper expressing your understanding of democracy and totalitarianism including which you see as the wave of the future.
b. Write a paper expressing the differences between capitalism and communism with a statement regarding future trends.

1. The first sub-concept investigated in the twelfth grade deals with the constantly changing world and how man adjusts to it. Because this is the background for the entire twelfth grade course of study, heavy emphasis is given to this concept. This is done by exploring areas of personal change to which the individual must adjust (aging, death, etc.) and areas of social change to which the individual and his society must adjust. The emphasis is upon this latter phase of the concept and takes the form of a review of contemporary history from 1900 to the present.

MAN IN THE NUCLEAR AGE

a. Create a time capsule placing inside the items most important in communicating the lifestyle of today to persons one hundred years from now; or, write the script of a fifteen minute movie showing people's difficulty in communicating with each other; or, design a school or apartment house taking individual problems into consideration showing the solution to these problems.
b. Read the history of segments of post-World War II events.
c. Read magazine or newspaper accounts of post-World War II events written during the period studied.
d. Read a biography of Franklin Roosevelt, Adolf Hitler, Dwight Eisenhower, or Joseph Stalin.
e. Do interpretative reading of a post-World War II event or read a novel or play from this period.

THE DAWN OF THE TWENTIETH CENTURY

a. Listen to "Rite of Spring" and present a critique of the music to the class.
b. Study the work of Monet, Matisse, Picasso, Seurat, and Duchamp, and interpret these artists to the class.
c. Read the articles on Freud and Einstein from Books That Changed the World.
d. Read a biography of Einstein or a work of Freud.

A WORLD BETWEEN WARS

a. Write a log of a week in your life between 1918 and 1945.
b. Write a short story depicting yourself in an event of this period.
c. Write a ten minute newscast covering a day in this period.
d. Do an historical study of your community during this period.

AMERICAN DECADES. THE 1920'S

a. Study styles, language, and fads of the 1920's.
b. Read a book by Fitzgerald or Lewis, from the class reading list.
c. Read a book by Hemingway or Dreiser, from the class reading list.
d. View the filmstrip kit, "The Expatriate Writers," and report on anti-war feelings and the causes of war, comparing the period under study with the present.

AMERICAN DECADES. THE 1930'S

a. Report to the class on Father Coughlin, Huey Long, or Sacco and Vanzetti.
b. Read Grapes of Wrath and compare migrant workers of that time with migrant workers of today.
c. Read Mein Kampf.

AMERICAN DECADES: THE 1940'S

a. Read an historical account of World War II.
b. Report to the class on the homefront war effort.
c. Study the effect of the Second World War on science and technology.

AMERICAN DECADES: THE 1950'S

a. Study styles, language, fads, and music of the 1950's.
b. Depict your city in the 1950's from the standpoint of race relations.
c. Analyze the political relationship between the United States and Cuba before Castro.

AMERICAN DECADES: THE 1960'S

a. Study the influence of teen-agers of this period on the American culture.
b. Study the historical development of the Viet-Nam war.
c. Study the relationship between the reporting of a news event of the 60's with present day reporting.

AMERICAN DECADES: THE 1970'S

a. Identify the significant political/economic issues of the 1970's.
b. Identify the significant cultural issues of the 1970's.
c. Identify and predict the significant science/technology issues of the 1970's.

2. Man's universe changes as a result of the knowledge he attains and gathers which is significant to his world. This is the second concept of this year and is studied through a review of how knowledge has been derived and how it has been used by various ages in history. Here we sample from historically important scientific events to illustrate the questions which were both raised and answered through these advancements.

THE GREEKS

a. Write a report on a political, social, or cultural topic relating to the ancient Greeks.
b. Compare a Greek comedy with a Greek tragedy and show how it explains societal values.
c. Compare Greek art and thought with that of the Renaissance Period.

THE ROMANS

a. Select and read a book about a literary figure from the ancient Romans.
b. Select and read a book by a literary figure from the ancient Romans.

SCIENTISTS

a. Provide a class resource of persons holding different views on the theory of evolution.
b. Present to the class the play, "Inherit the Wind."
c. Present to the class the views of Darwin gathering your information from his original works.

3. The attainment of knowledge has to be accompanied by wise application of that insight. This sub-concept brings contemporary knowledge into focus and concentrates on the value considerations that will have to be made as a result of present-day scientific discoveries.

REDESIGNING MAN: SCIENCE AND HUMAN VALUES

a. Read Brave New World.
b. Provide a class resource on genetic counseling.
c. Write a paper on the research currently underway regarding parthenogenesis.

a. Read Johnny Get Your Gun.
b. Select and research a mind control method.
c. Investigate and report on the decision problems related to life-sustaining machines.

a. Write an account of your first week after being returned from 100 years of frozen burial by the Cryonics Society.
b. Write a short story about a person's quest for immortality.
c. Write legislation controlling the use of life-extending drugs and techniques.

4: Because philosophical questions are raised by the increase of knowledge, man begins to question the meaning of his existence. The fourth sub-concept aims at delineating different philosophical schools. The course of study again places the emphasis on 20th Century man and his approach to comprehending the universe.

EXISTENTIALISM

a. Read Kafka, Metamorphosis.
b. Read Camus, The Stranger.
c. Read Dostoevsky, Crime and Punishment or Notes From the Underground.

a. Explain some of Kafka's metaphors.
b. Compare the work of Camus listed above with Sartre's The Flies.
c. Compare Dostoevsky with Pasternak.

5. The last sub-concept of the year lends itself to a focus on the individual and the personal ways he will provide stability and meaning for his existence. Because this sub-concept is an intentional concentration on each student and not on an academic study, each student determines his own expression and projects. The entire class participates in a study of available life styles and each individual is then faced with the decision as to what his life will become. The conclusion of the year is the bridge between the academic community of the high school and all of the options awaiting the student outside of the school. For this reason, no heirarchy of activities is presented.